

PEER REVIEW TEAM REPORT

Monterey Peninsula College
980 Fremont Street
Monterey, CA, 93940

This report represents the findings of the Peer Review Team that conducted a focused site visit to Monterey Peninsula College from September 20 to September 21, 2023. The Commission acted on the accredited status of the institution during its January 2024 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Susan E. Lamb
Team Chair

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Monterey Peninsula College
Peer Review Team Roster
TEAM ISER REVIEW

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ACCJC STAFF LIAISON

Dr. Kevin Bontenbal
Vice President

**Monterey Peninsula College
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FOCUSED SITE VISIT**

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Vice President

Summary of Focused Site Visit

INSTITUTION: Monterey Peninsula College

DATES OF VISIT: September 20-21, 2023

TEAM CHAIR: Susan E. Lamb

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In March 2023, the team conducted Team ISER Review (formative component) to identify where the college meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the team will pursue to validate compliance, improvement, or areas of excellence. The Core Inquiries are appended to this report.

A three-member peer review team conducted a Focused Site Visit to Monterey Community College September 20-21, 2023, for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The team chair held a pre-Focused Site Visit meeting with the college CEO on September 15, 2023, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with approximately thirty faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. The Team chair met with four trustees from the College and observed recorded board meetings. The team held an open forum, which was well attended, and provided the College community and others to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and interviews and ensuring a smooth and collegial process.

Major Findings and Recommendations of the Peer Review Team Report

Commendations

None

Recommendations

Recommendations to Meet Standards:

None

Recommendations to Improve Quality:

Recommendation 1: In order to increase institutional effectiveness, the team recommends that the Governing Board consistently act in a manner uniform with Board Policy 2715 (IV.C.7).

Introduction

Monterey Peninsula College (MPC) began operations in September 1947 on the campus of Monterey Union High School. During that first year, 97 acres of land were purchased on Fremont Street. The following September, classes commenced in converted army barracks with 280 students and 20 faculty members.

In 1961, the College became its own junior college district. With this reorganization, the Carmel Unified School District and the Pacific Grove Unified School District became part of the Peninsula-wide junior college district. In 1971, MPC recognized and responded to the growing educational needs of the communities residing in the north side of the College's service area, consisting primarily of Marina and Seaside.

Several properties were slated for conveyance to the College including a parcel in Marina and another in Seaside. The properties conveyed to MPC include what are now known as the MPC Marina Education Center (MEC) and Public Safety Training Center (PSTC) in Seaside. In addition, the properties of Parker Flats and the Military Operations on Urban Terrain (MOUT) have been conveyed to the College for potential future expansion.

Monterey Peninsula College is part of California's public community college system and serves the communities of Big Sur, Carmel, Carmel Valley, Del Rey Oaks, Marina, Monterey, Pacific Grove, Pebble Beach, Sand City, and Seaside. MPC classes are held on the Monterey campus, at the Marina Education Center, at the Public Safety Training Center in Seaside, and at off-campus locations. The College first received accreditation in 1952 from the Accrediting Commission of Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) and was most recently reaffirmed in 2016.

As of 2021-2022, MPC offers a range of degrees and certificates, including Associate in Arts, Associate in Arts for Transfer, Associate in Science, Associate in Science for Transfer, and Associate in Science for UC Transfer degrees as well as Certificates of Achievement, non-credit Certificates of Completion, and local Certificates of Training.

Over the past ten years, student head count at the college has generally been on a downward trend. The number of full-time students enrolled in at least 12 semester units at the college has remained relatively consistent over the past ten years. Both the short-term career education student population and the number of students who took classes for personal development has shown a downward trend for the past decade. The student racial and ethnic diversity at Monterey peninsula college has also shifted. Most notably there has been a 20% increase in Hispanic students in the last 10 years. The composition of other racial ethnic groups has remained relatively consistent except for white students whose population has decreased. The gradual rise of Hispanic students over the past decade has allowed the college to become a Hispanic serving institution (HSI) to better support this demographic shift.

The college has also enjoyed tremendous support from the community. In November 2020, local voters approved a \$145 million bond for facilities, infrastructure, and equipment at the College. Funds from the bond were used to support the programmatic needs described in the College's educational master plan, which included the development of the Marina Education Center located in the former Fort Ord, construction of the new Library and Technology Center at the entrance to the Monterey campus, and establishment of a new Facilities building near the Automotive Technology program site.

The team also noted that there is good collegiality between the faculty, classified professionals, and management, and that the overall college climate is positive, and student focused.

Eligibility Requirements

1. Authority

The team confirmed that the Monterey Peninsula College is authorized to operate as a post-secondary educational institution by the California Community College Chancellor's Office, the Accrediting Commission for Community and Junior Colleges (ACCJC), and the US Department of Education. Monterey peninsula college first received accreditation in 1952 from ACCJC and was most recently affirmed in 2016.

2. Operational Status

The team confirmed that Monterey peninsula college is operational with approximately 11,000 students enrolling and completing a variety of Associate Degrees, Associate Degrees for Transfer, and Certificates of Achievements each semester.

3. Degrees

The team confirmed that Monterey Peninsula College offers a robust catalog of local associate degrees and associate degrees for transfer. Details for each degree can be found in the College's catalog. Degree requirements align with standards from Accrediting Commission for Community and Junior College (ACCJC).

4. Chief Executive Officer

The team confirmed that the institution has a Superintendent/President who serves as the Chief Executive Officer appointed by the Governing Board. The Governing Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the board and executing all decisions of the Board requiring administrative action. Neither the Chief Executive Officer nor the Chief Instructional Officer serve as the chair of the Governing Board. The college immediately informed the ACC JC of their most recent change in institutional chief executive officer.

5. Financial Accountability

The team confirmed that Monterey Peninsula College performs audits for all financial records, which are conducted by an independent accounting firm. Audit reports are certified and findings and associated College responses are appropriately documented. Audits for the College comply with federal programs.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution’s compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third Party Comment

Evaluation Items:

X	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.
X	The institution cooperates with the review team in any necessary follow-up related to the third-party comment.
X	The institution demonstrates compliance with the <i>Commission Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative: The College is in compliance with the public notification policy. The College noticed the community and hosted two public forums, has a webpage link to the ACCJC third party comment form, and provided notice on the college’s webpage regarding the accreditation peer-review process and the public forums.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

X	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
X	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: Evidence of compliance with this policy is found in the narrative and analysis of I.B.

Credits, Program Length, and Tuition

Evaluation Items:

X	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
X	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
X	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
N/A	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
X	The institution demonstrates compliance with the Commission <i>Policy on Credit Hour, Clock Hour, and Academic Year</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: Compliance with this policy is evidenced in Standard II. Practices for awarding credit are consistent with institutional policies and align with established requirements in Title 5, Ed Code, CCCCO's PCAH, and ACCJC (II.A.9). The College does not offer clock hour programs.

Transfer Policies

Evaluation Items:

X	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
X	Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10)
X	Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.
X	Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.
X	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: Transfer policies are in compliance with ACCJC standards. The College's transfer-of-credit policies and guidelines are found in the college catalog, on college website, and through the Career and Transfer Resource Center (CTRC). These guidelines identify both the transfer-of-credit into MPC through AP, CLEP, military training, etc., and transfer-of-credit to CSU, UC, or other public and private institutions.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
X	The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the <i>Commission Policy on Distance Education and Correspondence Education</i> .
X	The institution ensures, through the methods outlined in the <i>Commission Policy on Distance Education and Correspondence Education</i> , regular interaction between a student and an instructor or instructors prior to the student's completion of a course or competency.
X	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
X	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
N/A	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
N/A	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
X	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
X	The institution demonstrates compliance with the <i>Commission Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the

	Institution does not meet the Commission’s requirements.
	The college does not offer Distance Education or Correspondence Education.

Narrative: The team observed a subset of online courses and verified the Colleges meets the Commission *Policy on Distance Education and Correspondence Education*. The College does not offer correspondence education courses.

Student Complaints

Evaluation Items:

X	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
X	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
X	The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.
X	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
X	The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative: The team reviewed a sample of student complaints and found that they are handled in a timely manner and issues are typical of institutions of higher education. The team found

that the institution is in compliance with student complaint resolution processes. Furthermore, policies and procedures are in place and accessible to students on the college website and in the college catalog. College practices align with the policy on Representation of the Accredited Status and the Policy on Student and Public Complaints Against Institutions.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

X	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
X	The institution complies with the <i>Commission Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
X	The institution provides required information concerning its accredited status.(Standard I.C.12)

[Regulation citations: 602.16(a)(1))(vii); 668.6.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative: Evidence of compliance with this policy is found in the narrative and analysis of I.C.

Title IV Compliance

Evaluation Items:

X	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15)
X	If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity

	to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
X	If applicable, the institution's student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
X	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
X	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The team found that the college manages and monitors student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act. Monterey Peninsula College performs audits for all financial records, including financial aid awards and grants, which are conducted by an independent accounting firm. Audit reports are certified and findings and associated College responses are appropriately documented. Audits for the College comply with federal programs. Student loan default rates are within and acceptable range.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

Monterey Peninsula College demonstrates its commitment to student access and success. The College aligns its programs, services and resource allocation with its mission through its documented decision-making processes and procedures, integrated planning handbook, educational master plan and goals. The College uses data to assess its progress toward meeting its mission. The mission is reviewed on a regular cycle, updated, approved by the Board of Trustees, and communicated widely.

Findings and Evidence:

The College's mission describes the institution's broad educational purposes, intended population, types of degrees it offers, and its commitment to student learning, equity, and achievement. (1.A.1, ER 6)

The Educational Master Plan (EMP) includes internal and external scans, student demographic and achievement data, and a survey showing that the institution uses data to inform planning. The Institution Set Standards (ISS) and Stretch goals and the 2022 EMP Progress Report demonstrate that the institution uses data to determine how effectively it is accomplishing its mission. Both the ISS and progress report review data on the degrees and certificates and other educational goals. The college uses a variety of demographic and student achievement data in its program review process. (1.A.2)

Administrative procedures outline the process for developing and revising curriculum, which includes a description of program or course alignment with the mission. The Comprehensive Program Review template also aligns with the mission. The college's Integrated Planning Handbook indicates that the mission is central to planning efforts and outlines integrated planning processes guided by the mission, including resource allocation. Institutional goals related to student learning and achievement are identified in the EMP. (1.A.3)

The mission statement is posted the college website, the college catalog, and at physical locations on campus. The college's resource guide for institutional decision-making identifies that the president's advisory group initiates a review of the mission statement every six years and the Board minutes from June 2021 show adoption of the revised mission statement. (1.A.4, ER 6)

Conclusions:

The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

The institutions shows that it engages in continuous, broad-based, systematic evaluation and planning across all areas of the institution. The College integrates Program Review, planning, and resource allocation into a comprehensive process. Disaggregation of student achievement and student learning outcome data are shown throughout the institution. The College regularly engages dialogue regarding student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The results of assessment and evaluation are widely and regularly communicated.

Findings and Evidence:

The College's Comprehensive Program Review, Annual Program Review Update, and Annual Program Review Action Plan processes all require dialogue, reflection, assessment, and planning ensure that conversations about outcomes, equity, academic quality, institutional effectiveness, and continuous improvement take place systematically at every level of the institution. The Program Review process requires program leads to engage their department faculty in broad-based review of student achievement and course assessment data. The results of this analysis help inform recommendations for improvement which are then used to support the College's resource allocation process and continuous improvement. The college provides leadership and support for program review, research inquiries, and all institutional planning activities, and regularly reports on topics such as student success and achievement, Institution-Set Standards and Stretch Goals, Program Review processes, and equity data at College participatory governance meetings. A Data Coaching Academy teaches faculty to analyze and interpret equity data to improve student success; to find, collect, disaggregate, and analyze data from a variety of sources; to effectively present data; and to facilitate challenging and sensitive dialogue about equity gaps. (I.B.1)

The College defines student learning outcomes (SLOs) for all instructional programs through the College's curriculum review and approval process and assesses student learning outcomes for all instructional programs through the College's new online assessment system. The College recently revised its SLO assessment cycle to occur every three years and has begun to revise the Comprehensive Program Review processes to ensure more direct and clear alignment between Comprehensive Program Review and assessment of programs of study. The College defines student learning outcomes for student and learning support services by establishing Service Area Outcomes (SAOs). All Student Services programs collaborated to draft an SAO that is common to all Student Services programs. The College's student academic support centers that offer lab courses have SLOs as part of the related course outlines of record. The College assesses SAOs and SLOs for all student, learning, and academic support services in a variety of ways such as surveys and data analysis. (I.B.2, ER 11)

The College establishes Institution-Set Standards (ISS), appropriate to its mission, in the areas of course completion, degree and certificate achievement, and transfer to 4-year institutions. These metrics align directly with the College's mission to serve. The College assesses how well it is achieving its ISS through institutional processes including Comprehensive Program Review and Annual Program Review Updates. Information regarding the ISS and the methodology for establishing and updating the standards is published on the College's website, through institutional data dashboards, and through presentations to advisory and participatory governance groups. (I.B.3, ER 11)

The College's Planning, Research, and Institutional Effectiveness (PRIE) Committee oversees and supports planning and evaluation and ensures data informed planning across the College. The College uses assessment data at the program/department level through the Comprehensive Program Review and Annual Program Review Update processes to provide the opportunity to apply assessment data when analyzing student learning and achievement from the program's perspective. This data analysis helps to identify successes as well as areas for improvement at the program and department level. The Student Services Comprehensive Program Review template focuses on how the College's student services and support contributes to student learning and achievement regardless of whether the department is engaged in Comprehensive Program Review or Annual Program Review Update. The College regularly uses assessment data to organize its institutional processes through the Program Review processes, the EMP development and evaluation processes, and the Integrated Planning Handbook (IPH) to support student learning and student achievement. (I.B.4)

The College regularly assesses accomplishment of its mission at the department and program levels through its Comprehensive Program Review and Annual Program Review Update processes. At the program level, faculty complete SLO assessments on a planned three-year cycle. The results of these assessments are shared at department and division levels and are included in the Comprehensive Program Review and Annual Program Review Update processes. The College also regularly assesses accomplishment of its mission through evaluation of the goals and associated strategic initiatives in the Educational Master Plan and through evaluation of student learning and achievement data which directly link to the College's mission. The College disaggregates quantitative and qualitative data as part of the assessment of its mission through the College's Program Review processes. This data also disaggregated and analyzed by mode of delivery. (I.B.5)

The College examines disaggregated student achievement data in its Comprehensive Program Review, Annual Program Review Update, and Guided Pathways and Career and Academic Pathway (CAP) work. Programs and teams use the College's institutional data dashboards, as well as additional data sets, to review success and retention data disaggregated by race/ethnicity, gender, age, first generation status, and course modality (e.g., distance education versus face-to-face). The College examination of disaggregated student achievement data identifying performance gaps lead to recommendations and strategies to mitigate gaps. The PRIE Office works with programs to assess the effectiveness of improvement strategies. (I.B.6)

The College regularly evaluates its policies and practices across all areas of the institution as required by board policy and administrative procedure which outline a regular review cycle of all District policies and procedures. All current Board Policies and Administrative Procedures are published on the College's website and include dates of most recent review and revision. The College's Integrated Planning Handbook (IPH) documents and communicates the integrated planning processes and supports effective institutional planning. This handbook outlines the process and cycles of evaluation for the College mission, the EMP, the Institutional Action Plan, Program Review, and resource prioritization and allocation. The IPH itself is reviewed and evaluated on a three-year cycle. The College regularly evaluates its policies and practices related to integrated planning, including resource allocation processes. The integrated planning evaluation process follows a ten-year planning calendar to ensure that the major components of its system of integrated planning are regularly evaluated for their effectiveness in supporting academic quality and accomplishment of the College mission. (I.B.7)

The College's planning processes are intended to reinforce the relationship between evaluation, decision making, and action in order to help the College plan, implement, and evaluate activities that are driven by the College's mission and goals and that support student success. Planning processes include review of internal and external data, dialogue to examine trends, and numerous presentations and forums throughout College participatory governance groups. The College regularly and broadly communicates the results of assessment and evaluation activities through its learning assessment and Program Review processes. Upon completion, Comprehensive Program Review presentations are shared through the College's participatory governance process, presented to the Board of Trustees, and posted publicly on the College's website. (I.B.8)

Institutional evaluation and planning activities are supported by the PRIE Office in collaboration with the PRIE Committee, which was established as part of the College's participatory governance structure to provide greater support for integrated planning and encourage strong use of data to evaluate and improve institutional practices and support more equitable student success. The College has established a comprehensive process that integrates Program Review, planning, and resource allocation and supports accomplishment of the College's mission and improvement of institutional effectiveness and academic quality. Comprehensive processes for integrated planning are outlined in the College's IPH which promotes a common understanding of processes and sets expectations for how institutional plans support the accomplishment of the College mission. The College's institutional planning processes address short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources at both the institution level, through the EMP, and at the program/department level, through Program Review. All integrated planning activities, regardless of whether they fall within the multi-year or annual cycle, link directly to the institutional goals that enable the fulfillment of MPC's mission. The College's Program Review processes are dedicated to supporting continuous, broad-based systematic evaluation and planning. (I.B.9, ER 19)

Conclusions:

The College meets the Standard.

I.C. Institutional Integrity

General Observations:

Monterey Peninsula College assures clarity, accuracy, currency, and integrity in its mission, programs, services, and accreditation status to students and prospective students, personnel, related persons or organizations, and the public. The College communicates its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. The College publishes clear policies and procedures that are regularly reviewed and clearly communicated.

Findings and Evidence:

The College provides information related to the mission statement, learning outcomes, educational programs, and student support services through multiple sources including the College catalog, College website, and course syllabi. The College assures the clarity, accuracy, and integrity of information published in multiple publications by using the College Catalog as the official source for information about the College and its programs and services. The College Catalog includes the College mission statement, program learning outcomes and educational programs, and student support services. The College reviews the Catalog annually following a multi-stage, multi-person process that helps to ensure the accuracy and integrity of information printed each year. The college website provides information about the College's mission, educational programs, and student support services based on Catalog information.

The College provides information about learning outcomes to students, prospective students, personnel, and other interested parties through multiple sources including the College Catalog and course syllabi. The College Catalog lists program level student learning outcomes (PLOs) for all degree and certificate programs, General Education Outcomes (GEOs) which serve as the colleges Institutional Learning Outcomes (ILOs). The faculty provide students in every class section with a course syllabus that includes SLOs from the colleges officially approved Course Outline of Record (COR). The College provides accurate information to students and the public about its accreditation status with all of its accreditors through multiple sources including the Catalog and the College website. The College Catalog includes information regarding current accreditation by the ACCJC as well as program-specific accreditation. (I.C.1, ER 20)

The College publishes an annual College Catalog to provide information about the College to current and prospective students. The Catalog provides current information on all facts, requirements, policies, and procedures as required by ACCJC. The College ensures that Catalog content is precise, accurate, and current through a multi-stage and multi-person review process. (I.C.2, ER 20)

The College uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies

through Program Review processes, reporting requirements, and periodic presentations to the College community and to the public. Comprehensive and Annual Program Review processes provide opportunities for all areas of the College to reflect upon, analyze, and report findings related to academic quality and success. Information related to matters of academic quality are communicated through presentations about student achievement made to the College, Board of Trustees, and other stakeholder groups. Data related to student learning and student achievement are also published in the College Catalog and on the College website. (I.C.3, ER 19)

The College describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes through a variety of sources including the College Catalog, Career and Academic Pathways (CAP) program information sheets, and the College website. The Catalog includes information regarding the purpose and requirements for the types of degrees and certificates offered by the College, as well as specific program requirements and learning outcomes for each degree and certificate. In addition, the College provides information about programs, career outlook, relevant data, and recommended course sequences through its CAP program information sheets and the College's website. (I.C.4)

Board policy and administrative procedures ensure that the College regularly reviews institutional policies and procedures to assure integrity in all representations of its mission, programs, and services. Board policy and administrative procedures define the timeline, responsibilities, and processes for ensuring the regular review, update, and approval of District policies and procedures. New and revised board policies and administrative procedures are reviewed through the colleges participatory governance process, the Board Policy Subcommittee, and the full Governing Board. The College regularly reviews institutional publications in multi-stage, multi-person processes to assure integrity in all representations of its mission, programs, and services through various processes. (1.C.5)

Board policy establishes the student fees charged by the College. The College accurately informs current and prospective students regarding the cost of tuition and other required and optional fees in the College Catalog, the Schedule of Classes, and the Fees, Payments, and Refunds webpage which includes information about the type of fee, amount, educational code associated with the fee, waivers, and appropriate refund policy. The College accurately informs current and prospective students regarding the cost of textbooks and course materials through the online Class Schedule, which includes direct links to textbook information from the College bookstore for every class section. (I.C.6)

The College has a board policy on Academic Freedom policy to make clear the colleges commitment to the free pursuit and dissemination of knowledge and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. The board policy is located on the college's website, included in the Faculty Handbook, and provided in training modules for peer evaluations and observations. Board policy provides students with the assurance of the colleges commitment to free pursuit and dissemination of knowledge and support of intellectual freedom. In addition, these concepts, are further reinforce through the college's Student Rights and Responsibilities which are

published in the college catalog and on the college website. Student Rights and Responsibilities provides information about protection of freedom of expression, protection against improper evaluation, and protection against improper disclosure. (I.C.7, ER 13)

The College publishes clear policies and procedures that promote honesty, responsibility, and academic integrity in a variety of locations including the College website, College Catalog, and course syllabi. Students may also receive additional information with program-specific policies and procedures that define expectations related to a given discipline. The Student Rights and Responsibilities include expectations for student conduct, College values, grounds for student discipline, penalties, administration of discipline, resolution, hearings, decisions, and appeal. These expectations apply to all students regardless of location or mode of instruction. Board policy establishes the district's commitment to principles of honesty, integrity, accountability, respect, and trust, and clearly delineates the purpose, commitment, limitations, and principles of the colleges Institutional Code of Ethics for all district employees. This board policy and administrative procedure regarding employee ethics are published on the colleges website. (I.C.8)

Board policy establishes guidance for faculty to distinguish between personal conviction and professionally accepted views within their discipline and includes the language of ACCJC Standard I.C.9. Official Course Outlines of Records are developed by discipline faculty and subsequently reviewed and approved through the College's course review and approval process. This process allows any biases to be identified and addressed prior to course approval. Demonstration of a faculty members ability to distinguish between personal conviction and professionally accepted views in their discipline and their ability to present information fairly and objectively are observed during the faculty evaluation process. (I.C.9)

Board policy and administrative procedure affirms the college's commitment to the ethical principles of honesty, integrity, accountability, respect, and trust. The policy states that all District employees are required to comply with this Code of Ethics and outlines specific criteria for ethical conduct and standards of practice for members of the Governing Board. The College provides clear notice of the policy and procedure by posting them along with all other College policies and procedures on the College website. The College publishes clear policies and standards regarding Student Rights and Responsibilities, including student conduct, in the College Catalog and on the College website. The Student Rights and Responsibilities include expectations for standards of student conduct, grounds for student discipline, penalties, administration of discipline, resolution, hearings, decisions, and appeal. These expectations apply to all students regardless of location or mode of instruction. (I.C.10)

Monterey Peninsula College has no operations in foreign locations. (I.C.11)

Board policy communicates the expectation that the College will comply with all ACCJC and program-specific accreditation requirements and administrative procedures outline expectations for roles and processes to ensure continued compliance. The College complies with ACCJC requirements for public disclosure by providing an accreditation webpage that

provides up-to-date information on accreditation status, communication from ACCJC, and accreditation-related documents such as follow-up reports, substantive change proposals, status reports, and midterm reports. When directed to act by the Commission, the College responds to meet requirements within a period set by the Commission and discloses information required by the Commission. The College complies with ACCJC requirements for institutional reporting and team visits by preparing and submitting required reports and providing information about upcoming team visits through the College's accreditation website. The college regularly submits annual reports and required Follow-Up and Mid-Term reports. The College complies with ACCJC requirements for prior approval of substantive changes as required by the Commission. (I.C.12, ER 21)

Monterey Peninsula College demonstrates honesty and integrity in its relationships with external agencies through clear and consistent communication regarding its mission and accreditation status. When the College enters formal partnerships with external agencies, it establishes formal agreements that outline roles and responsibilities, including compliance with applicable regulations. The College describes itself in consistent terms to all accrediting agencies and communicates its accreditation status to the Commission, students, and the public through a variety of means including the college website and college catalog. The colleges accreditation website provides relevant and up-to-date information regarding its current accreditation status, changes to its accreditation status, and required reports and documents supporting compliance with ACCJC and external accreditation agency policies. (I.C.13, ER 21)

The College is a publicly funded, open-access institution, and its mission, values and goals explicitly emphasize student learning and achievement. The College has no investors or parent organization and emphasizes policies, procedures, and practices that ensure that the College maintains its commitment to high quality education, student learning, and student achievement over any external interest. Board policies and administrative procedures prevent Governing Board members and employees from having financial interest in matters in which they have influence and prohibiting them from using their position to benefit any individual or agency apart from the welfare of the District. (I.C.14)

Conclusions:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

The College draws attention to its instructional programs being aligned with the mission and providing appropriate academic preparation for the communities served by the District. There are faculty-driven processes in place for the development of courses and programs, as well as the ongoing review of programs. Learning outcomes are communicated to students, and courses are designed around mastery of outcomes. Certificates and degrees are designed with sequences of courses and outcomes appropriate to learning within the study of the discipline or vocation. Courses are offered in the appropriate modality. The college has mechanisms in place for students seeking and transfer, and Articulation Agreements are in place between MPC and other transfer institutions. MPC has a system in place to evaluate program health and make the determination for discontinuance.

Findings and Evidence:

The College ensures that its instructional programs, regardless of location or means of delivery, are offered in fields of study consistent with the colleges mission through its rigorous curriculum development, review, and approval process, which is outlined in administrative procedure. The college's mission includes welcoming all students seeking to enrich their lives, advance their careers, complete certificates, earn associate degrees, and transfer to continue their education, and all course and program offerings are designed to fall into one of these categories or program goals. As part of the proposal for a new program or program revision, faculty must select the program goal and corresponding award type provide rationale for proposing or revising a program; and describe how the program aligns with the College mission, Education Master Plan (EMP), and institutional goals. The College ensures that all instructional program offerings, regardless of location or means of delivery, are appropriate to higher education through the rigorous curriculum review and approval proposal process as outlined in administrative procedure. The College ensures that all instructional programs, regardless of location or means of delivery, culminate in student attainment of identified student learning outcomes by intentionally embedding the development of Program Learning Outcomes (PLOs) in the curriculum design, review, and approval process. PLOs are included in the Program Outlines of Record and in the College Catalog. The College ensures that all instructional programs, regardless of location or means of delivery, culminate in the achievement of degrees, certificates, employment, or transfer to other higher education programs. The College's Academic Program Development and Approval Procedure ensures that programs are designed in ways that align with the students' academic goals. (II.A.1, ER 9, 11).

The College faculty have the primary responsibility for ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. The Curriculum Advisory Committee (CAC) guides the faculty driven curriculum review and approval process, ensuring that courses are reviewed and revised regularly so that course content and methods of instruction continue to meet academic and professional standards. All courses are required to be reviewed through the curriculum process at least once every six years to assure currency. The College's Comprehensive Program Review and the Annual Program Review Update processes both rely heavily on SLO assessment and student achievement data as the foundation from which faculty evaluate the effectiveness of their courses and programs and identify areas for improvement. Comprehensive Program Review is a faculty-driven process conducted on a six-year cycle in order to systematically analyze and evaluate instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success. (II.A.2).

Monterey Peninsula College faculty identify learning outcomes for courses and programs of study using procedures established by the College's Learning Assessment Committee (LAC) and the Curriculum Advisory Committee (CAC). Learning outcomes are foundational to all courses and programs of study (the certificates and degrees offered by the College). All SLOs and PLOs are reviewed by the College's SLO Coordinator as part of the Academic Program Development and Approval and course approval processes. Once course and program proposals have been reviewed and approved by CAC and the Governing Board, the official Course and Program Outlines of Record are made available to all employees through a link on the College website. The College maintains officially approved and current Course Outlines of Record (CORs) that include SLOs and are available online through the college's website. The faculty regularly assess learning outcomes for courses and programs of study using procedures established by the LAC. The College has established a three-year cycle of assessment for courses as well as a five-year cycle of assessment for programs that aligns with the College's Comprehensive Program Review process. The faculty provide students in every class session a course syllabus that includes learning outcomes from the College's officially approved Course Outline of Record. (II.A.3)

The College distinguishes pre-collegiate curriculum from college level curriculum through its course numbering system and descriptors as identified in the College Catalog. In addition to the College Catalog, in-person and online orientation workshops, onboarding counseling workshops, counseling appointments, and counseling courses all inform students about the differences between the numbering system and the courses. The College supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum through curriculum design, placement guidance, academic counseling, and academic support. The College's academic support centers provide learning support for reading, writing, mathematics, and other skills necessary for success in pre-collegiate courses. (II.A.4)

The College's degree and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning as required by state community college statutory requirements.

Administrative procedures outline the College's curriculum review and approval process, which includes multiple steps to ensure that programs follow all required state and accreditation guidelines. The College follows guidelines provided by Section 55063 of Title 5 of California Code of Regulations which require that Associate Degrees include a minimum of 60 semester units. The College does not currently offer baccalaureate degrees. (II.A.5, ER 12)

The College schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education through the use of models and data, including model course sequences, feedback from counselors regarding student education planning needs, and enrollment trends to inform the development of the Class Schedules. Schedule development resources include guidance for analyzing trends in enrollment to ensure that the College schedules classes to meet anticipated or changing needs of students, maximize time and location choices for students, and follow two-year plans to support students' ability to complete programs. Enrollment and waitlist data are used to evaluate how well the Class Schedule meets student demand and to make adjustments in order to ensure that students can access courses needed to complete their programs where possible. (II.A.6, ER 9)

The College is committed to supporting equity in success for all students by working to understand their diverse and changing needs through regular analysis of data related to enrollment and student learning and achievement as well as feedback from students. The Class Schedule development includes reviewing prior year enrollment trends and maximizing time and location choices for students. The College has implemented surveys designed to gather feedback from students, including feedback on course taking preferences, priorities, and satisfaction. The College offers courses in person during the day and evening at the both physical locations as well as online. Administrative procedures outline standards for online instruction, including standards of course quality and instructor preparation. The College monitors student success in online courses through institutional data dashboards and regularly updates its online education strategic priorities to ensure continued alignment with the Educational Master Plan and to focus on areas that will contribute to greater online student success. College faculty demonstrate a commitment to using teaching methodologies that reflect the diverse and changing needs of its students through participation in committees, learning assessment, Program Review, curriculum development, and professional development. The College effectively provides learning support services that reflect the diverse and changing needs of its students and support of equity in success for all students through the Library and multiple academic support centers, which provide support the in-person locations as well as online. (II.A.7)

The College does not administer department-wide examinations. Some of the College's Career Education programs may administer industry-specific qualifying examinations or test instruments comparable to those used for certification or licensure. The College is in the process of implementing an administrative procedure which provides students with the opportunity to earn credit for prior learning (CPL). Credit by examination is administered locally for examination as indicated in the College Catalog. No courses have been approved for credit

for military service/training, student-created portfolio assessment, or industry recognized credential. (II.A.8)

The College awards credit for courses and programs based on demonstrated completion of structured student learning outcomes established and assessed by faculty. There is a defined grading structure published and available to students in the college catalog. Courses completed in sequence lead to attainment of a degree or certificate. The College has a straight-forward faculty-driven curriculum process outlined in administrative procedures. Practices for awarding credit are consistent with institutional policies and align with established requirements in higher education. (II.A.9, ER 10).

The College's transfer-of-credit policies and guidelines are found in the college catalog, on college website, and through the Career and Transfer Resource Center (CTRC). These guidelines identify both the transfer-of-credit into the College, and transfer-of-credit to CSU, UC, or other public and private institutions. Counselors utilize the Transfer Evaluation System (TES) to determine alignment of courses based on the C-ID system, and any waivers or substitutions are determined at the programmatic level by faculty. The College's articulation process is found in administrative procedure. Articulation agreements are made available through the ASSIST database (II.A.10).

The College's students fulfill requirements in reading and writing, mathematics, and information competency, ethical reasoning, analytic inquiry, as well as general education and degree major requirements in preparation for degree attainment as structured in administrative procedures. Competencies within each degree program are assessed through student learning outcomes that scaffold to Program Learning Outcomes (PLO) and General Education Outcomes (GEO). Information and requirements for each program of study can be found in the college catalog (II.A.11).

The College has a defined and published general education philosophy. A series of general education coursework is required for all associate degrees. Students may elect one of three general education patterns to fulfill degree requirements. Information on general education standards is made available to students through the college catalog (II.A.12, ER 12).

The College programs of study are reviewed at multiple levels and include a focused study in one or more areas of inquiry with the aim of mastery. Whether the degree be local, an Associate Degree for Transfer, UC Transfer Pathway, or in career education, each requires at least 18 semester units of study in single discipline or related disciplines (II.A.13).

The College's career technical education programs regularly communicate with advisory councils to seek advisement and provide evidence of student outcomes and competencies in preparation for industry certification or external licensure. Advisory councils are convened regularly, and consist of industry professionals, K12 and post-secondary education partners, as well as representatives from the College. (II.A.14).

The College has established policies in place for determining program revitalization and discontinuance. The College makes appropriate arrangements to ensure that students in a program of study being considered for discontinuance had the opportunity to complete their education process in a timely manner with counseling support and a teach-out plan if necessary (II.A.15).

The College has processes in place for regular assessment of currency and quality improvement, and faculty engage in a systematic and thorough program review which considers student achievement and outcomes assessment, in addition to instructional modalities, day/time, and location offerings to provide equitable opportunities for success (II.A.16).

Conclusions:

The College meets the Standard.

II.B. Library and Learning Support Services

General Observations:

The College Library has a sizeable collection of 76,000 physical items and over 300,000 online resources. Librarians engage in dialogue with students through several modalities. Librarians also provide an introductory course related to library services and research skills. Students in STEM, math, and English are supported by several dedicated learning centers. These College services engage in ongoing review to ensure adequate support and accessibility of resources.

Findings and Evidence:

The College Library supports all students seeking an education, as well as faculty and staff responsible for student learning and support, through online, in-person, or hybrid services at all campus locations. The Library collection includes more than 76,000 physical items and more than 300,000 online resources. Library and information seeking skills are provided through in-person and online instruction. Library Instructional Technology and Computer Specialists support students, as well as faculty and staff, in using Library and learning support technologies. The Library services provide access to information beyond the collection through Interlibrary Loan, a service that allows requests to borrow materials from libraries across the world. Librarians conduct online and in-person instruction and collaborate with course instructors to prepare discipline-specific presentations and activities tailored to specific assignments, course learning outcomes, and identified student needs. Online instructional guides and videos developed by librarians provide targeted instruction on topics related to information competency and use of the Library collections. The Libraries' archives and special collections provide information and resources that reflect the history of the College and the region. In addition, students have access to a growing collection of Library course reserve materials. Staff at the MEC collaborate with Library faculty and staff to provide general Library support and resources to students taking classes in Marina. The College has a variety of Learning Centers that offer free drop-in face-to-face and online synchronous and asynchronous tutoring for students in math, reading and writing, STEM, and other areas. The High Tech Center (HTC) support students with disabilities to develop academic skills that enable them to

be prepared for, and successful in, college-level courses. The College ensures that library and learning support services are sufficient in quantity, currency, depth, and variety to support educational programs through regular evaluation activities including Program Review, review of demand/usage statistics, and student surveys.

(II.B.1, ER 17).

The College relies on appropriate expertise of faculty, including librarians, and other academic support services professionals, to select and maintain educational equipment and materials to support student learning and enhance the achievement of the mission. The Library and academic support centers all include open student computer labs, access to learning technology, and/or ongoing instruction appropriate to the specific population of students served and adjust services as needed. The Library and academic support service faculty and staff participate in the colleges Comprehensive Program Review and Annual Program Review Update processes, which provide opportunities to assess how well each area supports student learning and achievement and to establish action plans where additional resources and efforts are necessary to support student learning. The Tutoring Centers share access to a large open study area with desktop computers available for student use. The instructional equipment and materials used in the colleges academic support centers are selected by area faculty and staff in order to support student learning in all areas. Academic support center computers are equipped with software required for students to complete assignments and projects for all their coursework. (II.B.2).

The College library engages in a comprehensive program review process, as well as annual program review update. These periodic review processes examine various data sets, metrics, and survey instruments as a means for determining continuous improvement and adequacy of its library services on a routine basis (II.B.3).

The College library does not rely on other institutions or other sources for library services. The library does engage in Interlibrary loan services. Additionally, College's library is one of 18 members of the Monterey Bay Area Cooperative Library System (MOBAC), which enhances their interlibrary loan network. The Learning Support Services utilizes NetTutor to provide greater online tutoring services to students. MPC has formal agreements in place to ensure maintenance and security of its systems and services. (II.B.4, ER 17)

Conclusions:

The College meets the Standard.

II.C. Student Support Services

General Observations:

The college offers programs and services that support student learning and accomplish the College's mission. Services are provided in an accessible and equitable manner for all students,

regardless of location, or means of delivery, including online support services and evening hours to meet the needs of the diverse student body. Systems are in place to assess student support services such as annual program review and compressive program review. Co-curricular programs and athletic programs enhance the college's mission and the student experience and have appropriate fiscal oversight. Admissions and placement practices and instruments are equitable and adhere to the colleges open-access mission.

Findings and Evidence:

The College evaluates the quality of student support services through the Annual Program Review, the six-year Comprehensive Program Review, the Student Services Advisory Group, a participatory governance committee made up of Student Services program leads, and strategic planning and performance monitoring. The college provides evidence demonstrating that these services support student learning regardless of location or means of delivery while ensuring equitable access, and support for retention and completion for all students while meeting the mission of the college. Evidence of evaluation and assessment is shared in many forms including the comprehensive program review executive summary from 2022, program action plans which identify needs, connection to the Education Master Plan (EMP), resources, timelines, and more, and through a tracking document that maps priorities to the EMP, and key performance indicators/outcomes. (II.C.1, ER 15)

The College identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve the outcomes while using data for continuous improvement. Student Services has a common service area outcome for all areas as well as individual programs. All programs participate in regular assessment through Annual Program Review Updates, which include a review and analysis of achievement data. Surveys and evaluations are also used to gather data. The college recently conducted a comprehensive inquiry as part of the guided pathways efforts, which included internal and external data, including student feedback. Through this process, they identified needs and implemented strategies to address the needs. (II.C.2)

The College provides equitable access to services for all students regardless of location or delivery method. The college maintains an updated website, provides resources through the Student Services Hub on Canvas, and hosts virtual and in-person office hours, including evening hours. Online support services were enhanced during the pandemic and have continued to accommodate student needs. Through surveys, needs assessments, and program review processes, the college evaluates service delivery and student needs. Through these evaluative measures, the college determined there was a need for information in Spanish. The online orientation has been revised to make information more accessible and on-demand. Students can access services and information in person, by phone, by email, through events on campus and in the community, through the college's website, and through other virtual mechanisms to provide appropriate, comprehensive, and reliable services. (II.C.3, ER 15)

The College provides co-curricular and athletic programs that meet the college's mission and contribute to the student experience. These programs are conducted with sound educational policy, and standards of integrity, and the college maintains control over the programs and their finances. The college has policies and procedures in place to ensure athletic programs are in compliance and student athletes are held to standards of conduct. Policies and procedures establish the Associated Students of Monterey Peninsula College (ASMPC) and students are involved in decision-making processes. The ASMPC supports the college's mission and provides students with leadership opportunities and involvement in participatory governance as well as other campus activities. The college has processes in place to ensure fiscal responsibility for co-curricular and athletics programs, including external reporting requirements. College administrators and staff maintain responsibility for the control of these programs, including their finances. (II.C.4)

The academic and counseling programs are aligned with the college's mission and support development and success as outlined in administrative procedure. Services are provided in person on both campuses, as well as by phone, email, and zoom to ensure all students have access. Furthermore, individual counseling, workshops, and counseling courses are provided throughout the student's academic journey to ensure students understand the requirements for program completion as well as graduation and transfer requirements. The college has several special programs and learning support services that offer additional guidance and support for students. The college provides professional development and training for faculty and other personnel responsible for advising functions. New counselors participate in a robust training program and continue training through staff meetings, workshops, and conferences. The counseling staff is well-prepared to inform and support students. (II.C.5)

The College has adopted and adheres to admission policies consistent with its mission. The College outlines Admissions policies and procedures in the College Catalog and on the College's website. Programs with additional admissions requirements are also stated in the College Catalog and on the Program websites. Information about degree, certificate, and transfer requirements are facilitated through the college counselors and information is available on the College's website. Program maps and provide suggested course sequencing and Counselors use these maps to assist students in establishing educational goals and plans. The College's First Year Experience program, housed with the Student Outreach and Retention Department, ensures students start on a path to success. (II.C.6, ER 16)

The College evaluates admissions and placement instruments and practices to validate the effectiveness and minimize biases. Admissions policies are consistent with the college's commitment to provide an open-access education. Admissions instruments are evaluated regularly as part of the college's program review processes. The college has fully implemented AB 705 which requires equitable placement practices, using multiple measures criteria and tools to ensure students are assessed through a holistic view and placed according to their educational goals and/or skill set. Students who indicate interest in ENSL courses are guided through a faculty-developed guided placement process. To help ensure success in transfer-level

coursework, the College has created a new curriculum to provide support for English and math courses and has increased academic and learning support services. The college plans to continue to evaluate the effectiveness and monitor processes to determine if changes are needed. (II.C.7)

The College maintains student records permanently, securely, and confidentially in accordance with Title 5 and Academic Policy and administrative procedure. The Admissions and Records office has maintained academic records for all students electronically since 1995. The College ensures secure backup, including short-term and long-term, to allow for data recovery if needed. Student records are only accessible by authorized personnel. The College adheres to the requirements of the Family Educational Rights and Privacy Act for the release of student records. (II.C.8).

Conclusions:

The College meets the standard.

Standard III

Resources

III.A. Human Resources

General Observations:

Monterey Peninsula College (College) has well-defined human resources processes to ensure the integrity and quality of its programs. The Human Resources office ensures College adherence to policies and procedures, provides guidance to college administration on recruitments, tracks employee evaluations, and acts as a liaison between various College divisions.

The College has two primary bargaining units, the Monterey Peninsula College Teachers Association for faculty and the Monterey Peninsula College Classified Employee Association for classified staff. Adjunct faculty are included in the faculty collective bargaining unit. The College employs roughly 116 full-time and 116 part-time equivalent faculty, 153 full-time and part-time classified staff, and sufficient administrators.

The College provided board policies, performance evaluation tools, employment contracts, equivalency documents, and other human resources evidence for review. The College adheres to the Board's policies and procedures on staff recruitment, ethical conduct, prohibiting harassment, respecting diversity and equity, and other human resource requirements. These policies and procedures are posted on the College website and are easy to access.

Findings and Evidence:

The College hires faculty, staff, and administrators using established criteria and procedures. For faculty, this process is conducted through program review and collaborative participatory governance resulting in a ranking of desired positions. Classified and administrative position needs also go through program review. The recruitment process for all positions is established through board policy and is in alignment with state education code. (III.A.1)

All faculty, administrators and other employees are required to meet minimum educational and experience qualifications as outlined by the California Education Code, California Academic Senate, and the College. During the hiring process, the College considers an individuals' understanding of, sensitivity to, and respect for the service area and diverse student population. Faculty subject matter experts are primarily responsible to ensure that faculty hiring include an emphasis on effective teaching. Early in the screening and hiring process, Human Resources verifies all potential hires possess the necessary qualifications (education, experience, etc.) to perform the duties required to maintain and enhance institutional effectiveness and academic quality. Job descriptions directly relate to the College's mission,

accurately reflect duties and responsibilities, and require faculty to develop and review curriculum and assess student learning outcomes. (III.A.2, ER14)

Job descriptions directly relate to the College's mission, accurately reflect duties and responsibilities, and require faculty to develop and review curriculum and assess student learning outcomes. In addition, the College has written criteria to evaluate its faculty, staff, and administrators. (III.A.3)

All faculty, administrators and other employees are required to meet minimum educational and experience qualifications as outlined by the California Education Code, California Academic Senate, and the College. Pursuant to these requirements, the College, in conjunction with Human Resources, hires sufficient faculty, administrators, and other employees that meet or exceed established minimum qualifications, including a process to determine equivalency for degrees from non-US institutions. (III.A.4)

The evaluation process for full-time faculty, part-time faculty and permanent employees largely resides with Human Resources, which operates within the guidelines of collective bargaining and board policy. Full-time faculty are annually evaluated until they achieve tenure; afterwards evaluations take place every three years. Evaluations for part-time faculty are administered every sixth semester. Classified staff evaluations multiple times during probation and annually thereafter. Managers and confidential staff are evaluated annually. The Human Resources office has procedures to provide timely reminders to all employee groups. (III.A.5)

Overall staffing levels at the College are sufficient to achieve the educational programs, the mission, and adequately run operations. (III.A.7)

To maintain a high level of competency in assigned areas of responsibility and to sustain college effectiveness, the College provides new part-time faculty with a new employee orientation through the HR Office upon hire. Additionally, one-to-one orientation meetings are available for those who cannot attend or who are hired after the beginning of the semester. Adjunct faculty are encouraged to participate in all facets of the College, including serving on college committees and being involved with student clubs. (III.A.8)

The College has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. The College evaluates the sufficiency of its staff on an ongoing basis through Program Review processes to ensure that educational, technological, physical, and administrative needs can be met effectively. The Superintendent/President and Cabinet approve filling vacancies in existing, budgeted classified positions, and share the results of the decision to ensure transparency. (III.A.9)

The College maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. The preparation and expertise necessary to

provide continuity and effective administrative leadership and services are outlined and identified in the job postings for all administrators hired by the College. Beyond minimum qualifications, administrators are required to possess additional training, experience, and other desirable qualifications specific to their assignment as listed on the job announcement. Administrators and managers attend conferences, workshops, and training to maintain currency in the field and to ensure compliance with new laws and regulations. (III.A.10)

Policies and procedures are easily accessible through the College website and are consistently and equitably administered. These policies and procedures are developed to adhere to state and federal requirements and go through participatory governance in order to ensure broad understanding and compliance with College's collective bargaining agreements. Administrative Procedure 2410 establishes a five-year review cycle for Board Policies and Administrative Procedures and identifies the administrator in charge of the policies as well as steps for review by the College community and Governing Board. Personnel policies and procedures are contained in Chapter 7 - Human Resources and are under the purview of the College's CHRO. Additional policies related to personnel are also found in Chapter 3 - General Institution. (III.A.11)

When necessary, policies and procedures are reviewed, updated, and approved off-cycle to ensure that the College remains in compliance with changing external laws and mandates. Board Policy 7100 describes the College's commitment to "hiring and staff development processes that support the goals of equal opportunity and diversity" and articulates the value of diversity to MPC's mission (III.A.12)

Board Policy 3050, "Institutional Code of Ethics", clearly outlines a statement of ethics and Administrative Procedure 3050 establishes expectations for ethical behavior and consequences for failing to comply with the Institutional Code of Ethics are included. (III.A.13)

Significant professional development opportunities are available to employees. Flex days are utilized in a highly effective manner and employees have the ability to apply for funding for a wide range of professional development opportunities. In addition, tuition reimbursement is available to employees and the College regularly assesses the effectiveness of these programs. (III.A.14)

The Human Resources office houses personnel records for all employees; these records reside in a secure location within the department. Employee access to personnel records is in accordance to law and College collective bargaining agreements. (III.A.15)

Conclusions:

The College meets the Standard.

III.B. Physical Resources

General Observations:

The College assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. The College recently updated its Facilities and Technology Master Plan (FTMP) which helps to align facilities and technology with current and future needs and to support the College's mission and the goals and strategic initiatives outlined in its Educational Master Plan.

The College plans, builds, maintains, upgrades, and replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support the College's programs and services and achieve MPC's mission. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the College plans and evaluates its facilities and equipment on a regular basis, including analysis of utilization and other data. Long-range capital plans support the College's improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Findings and Evidence:

The Facilities and Technology Master Plan (FTMP) includes an analysis of the College's existing facilities and technology conditions, facility and technology needs, as well as the four-category classification system by which facility and technology projects are to be prioritized. This prioritization system ensures not only the sufficiency of the College's resources but also that they are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. The College also ran a General Obligation bond campaign that resulted in the 2020 approval of \$230 million in bond proceeds that will be used for both facilities and technology needs utilizing the prioritization system from the FTMP. The College also has multiple shared governance committees whose charges include facilities, technology and safety. (III.B.1)

The College ensures effective utilization of physical resources across all College locations. This is done in alignment with its Educational Master Plan in conjunction with the FTMP. Long-term planning and ongoing assessment is regularly done. Institutional planning is done through participatory governance and information is communicated broadly. Further, recommendations of the Facilities and Technology Committees are presented to other College advisory groups and committees to ensure wide communication and to provide opportunities for feedback regarding plans and decision-making. Annual program review also provides assessment of College facilities and their use, quality, and sufficiency at the program level. This process for institutional assessment and planning at the program level is informed by the examination of data regarding the effectiveness of each area's instructional programs, student services, and learning support services. (III.B.2)

The College regularly and routinely assesses facilities, plans are updated on a defined cycle, and committee meetings occur on a posted calendar. The FTMP was developed to link directly to the EMP and was updated in 2020. Space inventory reporting provides through the State's Fusion System allows the College to assess whether FTES generated by the College is in line

with the overall capacity of facilities. Also, the College participates in risk mitigation activities through its property and liability insurance carrier. (III.B.3)

The College has put in place an organizational structure supports long-range capital planning; this structure allows the entire College community to actively participate. The College has developed a four-tier classification system to prioritize projects for funding and resources and does incorporate projections for total cost of ownership for new facilities and equipment. (III.B.4)

Conclusions:

The College meets the Standard.

III.C. Technology Resources

General Observations:

Monterey Peninsula College (College) is committed to ensuring that technology services, including professional support, facilities, hardware, and software, are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services. The Program Review process ensures regular assessment of technology services, and findings are incorporated into the College's Facilities and Technology Master Plan (FTMP) for continuous improvement.

The College provides reliable, safe, and secure access to technology resources at all locations, including the Monterey campus, Marina Education Center, Public Safety Training Center, and MPC Online. The College recognizes that regular, ongoing training and support increase the success with which faculty, staff, administrators, and students use technology systems and has developed and published clear policies and procedures to guide the use of technology in teaching and learning processes.

Findings and Evidence:

The College's Information Services department provides primary leadership, oversight, maintenance, and planning for College technology to ensure that services, support, facilities, hardware, and software adequately support student learning programs and services. Headed by the Director of Information Services, this department has four teams that are responsible for providing comprehensive technology support. All employees can request assistance from the Information Services Department through a unified online help desk system; these requests are then assigned to the appropriate departmental team and resolved. The Information Services department also advises the College on the selection of technology hardware and software. The College has established a list of standardized equipment to ensure that computers, printers, projectors, and other individual and classroom technology are adequate and appropriate for their intended use and able to be supported by the College's Information Services staff. In addition to Information Services, the College's Online Education Department supports academic programs, teaching and learning, and support services with the use of Canvas and related technologies to support online teaching and learning. The department aids with instructional

design, media development, accessibility review, and incorporating Open Educational Resources (OER) in instruction. Faculty, staff, and students have access to a unified online help desk system to ensure that requests are appropriately assigned to staff and supported in a timely manner. (III.C.1)

The College engages in continuous evaluation and planning to ensure that its technological infrastructure is updated, replaced, and adequate to support the College's mission, operations, programs, and services through institution- and department-level planning and resource allocation processes. In addition, the FTMP development process included substantial input from the College's Information Services Department as well as College-wide dialogue and engagement to identify and prioritize needs to include in the plan. As part of the development of the FTMP, the College conducted a Facility Condition Assessment to identify recommended immediate, medium-term, and long-term facility and technology improvements. These recommendations ultimately were included in the FTMP. With input from the Technology Committee, the College's Information Services Department provides leadership and oversight for the acquisition and implementation of new and replacement technology. The College regularly allocates funding, from a wide variety of sources, to support the College's mission, operations, programs, and services. Utilizing the FTMP, the College has identified several priorities (including a new ERP implementation) to enhance and replace its technology infrastructure. (III.C.2)

The College also assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security. This is evident when looking at the FTMP and the inventory refresh reports. Further, a centralized data center, which serves all locations, has been equipped with fire suppression gas, paired air-cooling systems, and clustered servers for redundancy of database systems. The system sends alert messages to IT personnel for anomalous situations like high temperature or power failure. The data center is locked, and entry controlled. The College has also implemented a single sign-on system to provide faculty, staff, and students with secure access to College systems, where users have one login name and password to access all online content. Overall, the College provides reliable, safe, and secure access to technology resources at all locations where courses are taught, including the main campus in Monterey, and other sites. (III.C.3)

The College's Information Services department provides instruction and support for general College systems, including the Student Information System (SIS), email, and network access through one-to-one support and through the unified online help desk system. The online help desk system also provides faculty and staff with access to user guides, FAQs, and other support resources. In addition, the College provides technology instruction and support to students through the Library Technology Support Desk, the Online Education Support Team, and Instructional Technology Specialists. The College's Online Education support team provides training and support for faculty teaching online courses through formal online training, one-to-one instruction, workshops, online tutorials, and an online education help desk system. (III.C.4)

Guiding technology are multiple Board policies, administrative procedures, and a faculty handbook; these resources include acceptable user agreements and expectations for computer and network use by employees and students. (III.C.5)

Conclusions:

The College meets the Standard.

III.D. Financial Resources

General Observations:

The College's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning as evidenced by the College's annual budget development process. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The College's financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness, and the College plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The College practices effective oversight of finances, and the institution's level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency.

The College defines and follows clear guidelines and regular processes for financial planning and budget development. It also ensures appropriate allocation and use of financial resources to support student learning programs and services through its Program Review and resource allocation processes. All constituencies have appropriate opportunities to participate in the development and review of institutional plans and budgets. The College ensures that financial information is disseminated throughout the institution in a timely manner and is publicly available on the College's website. Overall, the College bases its budget and resource allocation on realistic assumptions that reflect known and anticipated increases in funding levels from the state and is in a solid financial position.

Findings and Evidence:

The College's financial resources are sufficient to support and sustain student learning programs and services. Multiple Board policies and a defined budget development process guide the allocation of financial resources. The College maintains a very healthy fund balance as a percent of its overall expenses and consistently delivers a balanced budget. (III.D.1, ER 18)

Financial planning is aligned with the College's mission and goals; moreover, financial planning is integrated with and supports institutional planning. Using the College's mission and its strategic plan as the foundation for financial planning, the College has a clear process that guides resource allocation. The process includes the development of a Budget Calendar and meetings with the Budget Committee that plays a primary role in budget development. In addition, program-level planning occurs through the College's Comprehensive Program Review and Annual Program Review Update processes are used to inform allocation of resources. (III.D.2)

The guidelines and processes for financial planning and budget development are clearly identified through established policies and procedures, a well-known participatory governance process at the College, and a timeline that is consistent with state-mandated deadlines. The opportunities and steps for individuals to fully participate in the financial planning process are publicized in the broadly. (III.D.3)

Fiscal Responsibility and Stability

The College planning process is done in concert with financial information that is widely publicized in a transparent manner. This information informs the planning process and allows for a realistic picture of available resources, from which the College's resource allocation process is informed. The committees assigned with prioritizing financial resource requests are made aware of the likely amount of funds available and conduct their business cognizant of that financial reality. (III.D.4)

External audits provide a basis from which to measure the financial integrity and internal control structure; in that respect, the College has performed exceedingly well with no findings or internal control issues in the past several years. The audit information is available on the College website and is annually presented to the Governing Board. (III.D.5)

The financial documents, including the budget, are credible, accurate and reflect allocations consistent with the College's resource allocation model. (III.D.6)

The College's external auditor annually assesses the internal controls and issues an opinion on the financial statements. With no audit findings in the several years, no follow-up has been necessary by College staff. (III.D.7)

Financial and internal controls are reviewed and discussed frequently discussed between the appropriate College staff and Budget Committee. (III.D.8)

The College maintains sufficient cash flow and has reserve requirements of 10 percent spelled out in Board Policy. This reserve requirement provides significant flexibility to respond to unanticipated external factors. The most recent reserves reported for the College was 24 percent. (III.D.9)

Sufficient cash flow and reserves allow maximum flexibility to the College to mitigate any emergencies or unforeseen circumstances. In addition, significant oversight of finances, financial aid, investments, grants, and institutional assets exists at the College. (III.D.10)

Liabilities

The College is proactive in developing reasonable expectations in regard to financial solvency. Liabilities are clearly identified, planned for, and evaluated to ensure that sufficient financial resources are allocated. Such liabilities include Other Post-Employment Benefits (OPEB), for

which the College has established a Trust, compensated absences, and other employee related obligations. (III.D.11)

Annual contributions are made to the Trust and the funding level is greater than 50% of the total liability. College staff are also cognizant of the increases in employer-sponsored pension programs and identify their high fund balances as sources to help offset these increases if needed. (III.D.12)

There is no debt associated with locally incurred debt instruments. (III.D.13)

The College has been fortunate to pass local bond measures that are paid from property tax assessments. Other funding sources, including auxiliary services and grants, are utilized consistent with their stated purpose. (III.D.14)

The College participates in the federal student loan program and provides counseling and coaching to ensure students understand the responsibilities of borrowing. New students are required to take a web-based entrance counseling loan workshop prior to undergoing the borrowing process. The College's cohort default rate falls within federal guidelines and is well below the Title IV threshold. The College follows federal guidelines, draws down funds on a reimbursement basis, and is regularly audited on these federal programs with no findings reported. (III.D.15)

Contractual agreements with external entities are consistent with the mission and goals of the College, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the College and quality of its programs, services and operations. A Board policy is in place to govern appropriate practices. Multiple levels of review are required before a contract reaches final Governing Board approval. These reviews include substantiation of proper account coding, sufficient funds availability, reasonableness for purchase, and verification of necessary termination and indemnification clauses. After this extensive process, contracts are reviewed, approved, and ultimately ratified by the Board of Trustees. (III.D.16)

Conclusions:

The College meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

College leadership, including the Board of Trustees, administrative executives, and participatory governance group leaders, consistently demonstrate a deep respect for the role that all members of the College community play in improving practices and processes at the College. Innovation from all areas is encouraged. The governance structure of the College ensures that all constituencies are represented in decision-making processes that affect the institution. Planning and resource allocation processes are transparent and focus on achieving the College's mission, and the College community remains informed of opportunities for input and innovation as well as the outcome of shared governance decision making.

The College ensures that faculty and academic administrators maintain primary responsibility for making recommendations about curriculum, programs, and learning services at the College. The committee leadership and composition foster meaningful and cooperative dialogue among faculty and academic administrators in curriculum and student learning decisions.

There is broad and diverse representation from all constituency groups on College-wide participatory governance committees. Each deliberative body posts agendas and meeting minutes to the College website so that members of the public remain informed of any action taken during meetings. Meetings are open to the public and provide time for public comment. Board of Trustees' meetings are recorded and viewable online. The College ensures a comprehensive evaluation of all governance structures and processes, and individual committees regularly conduct their own evaluations of charge and membership.

Findings and Evidence:

The Board adopted 2022 Board goals aligning with the College's Educational Master Plan (EMP) in areas related to student success, collegiality, social justice, community engagement, and institutional effectiveness. The Board has designated spaces for shared governance representatives at the Board of Trustee meetings through monthly constituent reports. The President's Advisory Group (PAG), whose membership includes executives, management, faculty, staff, collective bargaining representatives, and students, ensures that College members and the CEO are informed of institutional perspectives on major initiatives. The College's governance structure has standing committees responsible for helping to fulfill the mission of the College. Each standing committee includes members of the faculty, staff, and administration appointed by their respective leadership groups. The standing committees cover

matters related to accreditation, student success, budget and resource allocation, professional development, academic calendar, health and safety, facilities, institutional effectiveness, outcomes, strategic planning, and technology. These standing committees are the primary College-wide venues for the exploration of innovative ideas brought forth by members of the college community. Faculty, staff, and administrators are encouraged to propose, plan, and request resources for improvement initiatives through the normal Annual Program Review Update Action Plan process. In addition, the College supports constituents taking initiative to identify and make recommendations to innovate and improve programs, services, and processes. (IV.A.1)

The institution has established policies and procedures that ensure the broad participation of various constituent groups in decision-making processes. Board policies outline the College's commitment to the participatory role of faculty, staff, students, and management in decision making at the College. The District has in place administrative procedures that provide guidance on each constituency group's role in the participatory governance process and the ability to consult collegially with the Governing Board and/or its designees. Administrative procedures and the Resource Guide to Institutional Decision-Making outline the rights of students in participatory governance via the Associated Students of Monterey Peninsula College (ASMP), which make recommendations to the administration of the College and to the Governing Board with respect to policies and procedures that have or will have significant effect on students. Membership of PAG and all College standing committees includes student representatives appointed by the ASMP. Board policy establishes the inclusion of a student trustee on the Governing Board who is elected by the student body of the College, and further clarifies the rights of the student trustee. Board policy affirms the right of the faculty, via the Academic Senate and appointees of the Academic Senate, to develop recommendations on academic and professional matters. Additionally, the Senate President provides a monthly report to the Board. Board policy and the Resource Guide to Institutional Decision Making ensure the right of classified staff to be represented by their elected classified leadership team in making recommendations to the administration of the College and the Governing Board of the District with respect to policies and procedures that affect or will affect staff in areas of governance structures related to staff, policies for staff professional development activities, and institutional planning and budget development processes. Board policies, administrative procedures, and the Resource Guide to Institutional Decision Making explain the role of management in participatory governance. (IV.A.2)

Board policy and the College's Resource Guide to Institutional Decision-Making clarify the role of administrators, staff, and faculty in institutional governance through an ongoing consultative process. Furthermore, these documents establish the roles and compositions of the individual participatory governance groups. Each of the College's standing committees and advisory groups have faculty, staff, management, and student representatives. The College's process for developing, revising, and adopting Board Policies and Administrative Procedures makes certain that policies are developed and vetted by the appropriate constituent group and that all constituent groups, including faculty and management, have an opportunity to provide input. Board policy contains specific language that identifies the role of the Academic Senate to

develop policy recommendations on academic and professional matters through collegial consultation with the CEO of the College and the Governing Board. The Academic Senate membership guarantees substantial representation of the faculty voice by including representation from each of the instructional and counseling divisions as well as at-large faculty and part-time faculty. Board policy outlines the College's policy on budget preparation and the process for budget management, while the College's integrated planning model ensures that planning and budget resource allocation are complementary processes and that all constituents are provided opportunities to participate in the process. Each year, members of the key participatory governance committees involved in both processes that ultimately shape the annual final budget of the College. All constituents have additional opportunities to learn about the budget and contribute their opinions through participation in College-wide budget forums and participatory governance meetings, both of which are open to any member of the college community. (IV.A.3)

The institution places primary responsibility for curricula, student learning programs, and student learning services on faculty and academic administrators. This responsibility is codified in board policy which notes the expertise for curriculum development and innovation resides with the faculty. The Resource Guide to Institutional Decision-Making notes that the Academic Senate develops policy recommendations on academic and professional matters through collegial consultation with the administration of the College and the Governing Board. Academic and professional matters include curriculum, degree and certificate requirements, grading policies, educational program development, standards or policies regarding student preparation and success, and processes for Program Review. The Academic Senate delegates responsibility for curriculum review and approval to the College's Curriculum Advisory Committee (CAC). The Academic Senate's other standing and operational committees also encompass areas of student learning and student services. Advisory groups and standing committees also serve as the College-wide opportunities for discussion of educational programs and services, such as the Academic Affairs Advisory Group (AAAG) and Student Service Advisory Group (SSAG). (IV.A.4)

The College has established clearly defined roles for each of the participatory governance groups, including faculty and management, to actively participate in institutional planning, policy development, curricular changes, and other key considerations for decision-making. The College has standing advisory groups and committees that are composed of members from each constituent group and appropriately reflect the knowledge and expertise to fulfill the charge of each committee. The Resource Guide to Institutional Decision Making provides the structure of College committees and advisory groups. Further, each committee has formal governing documents and a charge, which ensures that representatives are again drawn from diverse and relevant areas of the College, including management, faculty, classified, and student positions. The membership, responsibilities, and roles of the elected governing body are established in board policy and administrative procedures for the College participatory governance committees. Each year, the CEO notifies the appropriate parties of the chapters or specific board policies or administrative procedures to be reviewed. (IV.A.5)

An overview of the decision-making process is documented in the College's Institutional Guide to Decision Making which is published on the College's website. In addition, individual committee bylaws and membership listings are published on committee intranet sites. Constituency groups and committees are provided a page on the college's internet and intranet sites to post meeting agendas and minutes. Meetings are open to the public and provide the opportunity for public comment. PAG, the College group responsible for advising the Superintendent/President about issues of College-wide importance, also posts agendas and minutes on MPC's website. In addition to posting agendas, minutes, and information regarding past and future meetings on the College website, the Governing Board provides for the ability to attend Board meetings virtually as well as watch video from past meetings. The Superintendent/President's office sends out Board Highlights via email to all College constituency groups immediately following every Board of Trustees meeting on actions taken and general information conveyed during the meeting. (IV.A.6)

Board policy outlines the procedure for the self-evaluation of the Governing Board. The College's major participatory governance bodies take responsibility for regularly evaluating their performance and effectiveness. This process occurs at the beginning of each academic year as college committees and advisory groups review their stated charge and membership as outlined in the Resource Guide to Institutional Decision Making, and any revisions to committee charge or membership are reflected when the guide undergoes annual update. Administrative procedures provide guidelines and a cycle for regular review of board policies and administrative procedures. The resulting review and revision of board policies and administrative procedures informs changes in governance structures, decision-making processes, and communication practices. The College annually reviews the Resource Guide to Institutional Decision Making to ensure governance structures are effective and appropriate representation is present on each committee. (IV.A.7)

Conclusions:

The College meets the Standard.

IV.B. Chief Executive Officer

General Observations:

Guided by Board Policies and Administrative Procedures, the CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness and is responsible for developing and implementing the major planning documents that will lead to institutional improvement. The CEO has authority over an administrative structure that is appropriate for the scale, mission, and complexity of the College and regularly works with College constituencies to evaluate the administrative staffing needs and effectiveness of the institution. The CEO delegates authority to and evaluates senior administrators based on the mission and goals of the College.

The College CEO ensures high level oversight of all planning, resource allocation, and goal setting and leads the College in collaborative decision-making processes, which include representatives from all constituency groups at the College and are based on examination of internal and external data. The CEO ensures that the allocation of resources supports and improves learning and achievement by working within the process outlined in Board Policies and Administrative Procedures and assuring the implementation of statutes, regulations, and Board Policies that require institutional practices to be consistent with the College's mission and policies, including effective control of the College's budget and expenditures.

In addition, the CEO works and communicates effectively with the communities served by the College.

Findings and Evidence:

Board policy delegates full responsibility and authority to the CEO to operate the College guided by relevant laws and regulations and to execute the duties and powers needed to achieve the College's goals and fulfill its mission. Board Policy identifies the responsibilities of the Superintendent/President to develop, recommend, and implement Board Policies that relate to the quality of the institution. The CEO provides leadership and is responsible for developing and implementing the major planning documents for the College that will lead to institutional improvement. The CEO's job description states that the Superintendent/President shall oversee efforts to optimize the effectiveness of the College's human capital, developing skills and talents to increase the effectiveness of administrators, faculty, and staff through periodic assessment, professional development, adaptation of the organizational structure, and expansion of resources. All proposed permanent full-time classified and management employees are reviewed by the Superintendent/President, who recommends personnel selections to the Board of Trustees for final approval. This process ensures that all staffing decisions are consistent with the College's organizational structure and remain within the College's available unrestricted and restricted funds. (IV.B.1)

Board policies establish the organizational structure of the College with all employees being responsible to the Board of Trustees through the Superintendent/President. The Superintendent/President delegates responsibility and authority for College operations to the Vice Presidents and Deans. The CEO actively engages with, monitors progress on institutional goals with, and provides feedback to the senior leaders through weekly Cabinet meetings as well as regular individual meetings. The CEO evaluates the performance of senior administrators based on communication, planning, problem solving, delegation, participation, inclusiveness, decision making, and commitment to the College's mission and values. When making changes to senior leadership positions, the Superintendent/President seeks the advice of relevant groups based on the position prior to seeking Board approval. (IV.B.2)

The CEO guides institutional improvement of the teaching and learning environment by establishing a collegial process that sets values, goals, and priorities starting with the regular review and approval of the College mission, development of the Educational Master Plan (EMP)

and institutional strategic priorities, development of the Facilities Technology Master Plan (FTMP), and regular dialogue regarding ongoing operational priorities that support the College's mission and EMP. The Resource Guide to Institutional Decision Making describes institutional decision-making practices and how the Superintendent/President and the institution ensure that the voices of constituent groups are included in decision making. The President's Advisory Group (PAG) plays a role in supporting collegial process by advising the Superintendent/President about issues of College-wide importance and ensuring that members of the College are informed about major initiatives, including policies and procedures, institutional goals and objectives, resource allocation, Institution-Set Standards, institutional planning, and accreditation. The CEO guides institutional improvement of the teaching and learning environment by directing the establishment of institutional performance standards and by directing the establishment of procedures to evaluate overall institutional planning and implementation efforts towards achieving the College's mission. The Superintendent/President delegates leadership of institutional standards and evaluation to the Dean of PRIE. Through the PRIE office and Committee, the Dean of PRIE leads conversations focused on the assessment of institution performance. The CEO guides institutional improvement by ensuring that College planning is integrated with resource allocation through a well-defined and documented integrated planning process that aims to systematically link priorities, people, and physical resources to support the College's mission and goals, lead to continuous improvement, and address both short- and long-range needs. The College's planning processes at both the institutional and program levels follow a cycle of data-informed resource prioritization, allocation, implementation, evaluation, and improvement as illustrated by the MPC Integrated Planning Model. (IV.B.3)

Board policy maintains that the CEO has the primary leadership role for accreditation and shall ensure that the District complies with the accreditation process and Standards of the Commission and of other programs that seek special accreditation. Board policy further emphasizes the importance of collegial consultation in accreditation processes, stating that the College shall have procedures to maximize the effectiveness of the accreditation process and promote the participation of the campus community in that process. The College's Resource Guide to Institutional Decision Making reinforces the role of faculty, staff, administrative leaders, and participatory governance groups in the accreditation process and in assuring compliance with accreditation requirements. The CEO ensures that information about ACCJC accreditation Standards, the self-evaluation process, and the College's compliance with accreditation requirements is broadly communicated across the College. (IV.B.4)

Board policy delegates full responsibility and authority to the CEO to carry out the College's policies; ensure compliance with all relevant laws and regulations; and specify administrative rules and regulations essential to the implementation of policies, statutes, laws, and regulations. The CEO is accountable to the Governing Board, who conducts an annual evaluation based on the CEO's job description, performance goals, and objectives. The CEO delegates responsibility for the implementation of statutes, regulations, and Board Policies to the administrative team including vice presidents, deans, directors, and others who oversee

operations of the College. The CEO ensures that budget and College expenditures align with College goals and complies with regulations and laws by delegating responsibility for budget development and fiscal management to the VPAS. The CEO ensures that the Board is informed about the budget on a regular basis and in advance of being asked to approve the tentative and final budgets. (IV.B.5)

The College's CEO works and communicates effectively with the communities served by the College, which include Pacific Grove, Marina, Monterey, Carmel, and Seaside. (IV.B.6)

Conclusions:

The College meets the Standard.

IV.C. Governing Board

General Observations:

The Governing Board acts collectively in its authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution, consistent with the College's mission. The Governing Board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality to ensure the institution is accomplishing its goals for student success; advocates for the College, community, and District; and welcomes public voice and interest; and when making decisions.

Governing Board bylaws and policies specifying the Board's size, duties, responsibilities, structure, and operating procedures are publicly available and easily navigable on the College website. The Board has an ongoing training program for Board development, including new member orientation, and has a mechanism for providing for continuity of Board membership and staggered terms of office.

Board Policies clearly establish a process for Board evaluation, and the evaluation assesses the Board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. Results of the evaluation are made public and are used to improve Board performance, academic quality, and institutional effectiveness. The Governing Board has established code of ethics and conflict of interest policies to avoid conflicts of interest and to remain free from influence and political pressure.

The Board adheres to clearly defined policies and procedures for selecting and evaluating the Superintendent/President of the College and delegates full responsibility and authority to the Superintendent/President to implement and administer Board Policies without Board interference and holds them accountable for the operation of the District. The Governing Board is informed about the Eligibility Requirements, accreditation Standards, Commission policies, accreditation processes, and the College's accreditation status, and, through policy, supports

the College's efforts to improve and excel. In addition, the Board participates in evaluation of Governing Board roles and functions in the accreditation process.

Findings and Evidence:

The responsibilities of the Board of Trustees are outlined in Board Policies which establish authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services. Board Policies also delegates the authority over and responsibility for fiscal health and stability of the College to the Governing Board. As part of fulfilling this responsibility, the Governing Board has policies that establish the Board's authority and guide its actions related to overseeing the College's budget and fiscal management. (IV.C.1, ER 7)

Board Policy states that members of the Governing Board have legal authority only when meeting collectively as a Board and requires that members abide by and uphold the final majority decision of the Board. Additionally, Board Policy establishes that the Governing Board shall act by majority vote of all of the membership of the Governing Board. The vote or abstention of each individual member present is recorded during meetings, and the final outcome of the action is communicated to the Public (IV.C.2)

Board Policies articulate the Superintendent/President selection process, which is established by the Board of Trustees and must be fair and open and comply with relevant regulations. During the a recent Superintendent/President search, the Board of Trustees adhered to the Board policy. Board and administrative policies describe the process for the Board's annual evaluation of the Superintendent/President's performance and provides additional process and criteria for the evaluation. The Board and Superintendent/President regularly demonstrated ongoing dialogue about the Superintendent/President evaluation. (IV.C.3)

Board policy establishes the composition and election of Governing Board members, and a student member with the ability to make and second motions and cast an advisory vote. Board policy establishes that the Board of Trustees is a policy-making body and articulates the Board's responsibilities to represent the public interest; assure the institution's integrity, welfare, quality, and performance through a variety of means including the establishment of policies; and to advocate for and protect the District. To protect the institute from undue influence or political pressure, the Board has adopted policies that govern its members' employment, actions, and behavior. Board members consistently represent and advocate for the District and its students at meetings and events locally and at the state level. (IV.C.4, ER 7)

The policies and plans established by the Board demonstrate the Board's responsibilities, are consistent with the District's mission to provide excellent academic programs and student services that respond to the needs of its students. The Board monitors the condition of the District through administrative and constituency reports provided at monthly Board meetings. The Board receives in-depth reports regarding the district's financial integrity and stability, and

the success of College programs, initiatives, and services impacting student achievement and learning. Reports about legal matters are provided primarily in closed session as allowed by law. The Governing Board is ultimately responsible for the district's educational quality, legal matters, and financial integrity and stability as delineated in Board policy. (IV.C.5)

All policies adopted the Governing Board are made available on the College's website and address topics including, but not limited to board size, duties, responsibilities, structure, and operating procedures. (IV.C.6)

The Governing Board regularly assesses its policies and procedures for their effectiveness in fulfilling the district's mission and revises them as necessary. Based on evidence of the Governing Board recordings and minutes, the Faculty and Staff Accreditation Survey, and through individual interviews with 4 Trustees, the team found irregularities in the Governing Board acting consistent with its policies and bylaws. The team encourages the Governing Board to continue to monitor its actions to ensure they are aligned with its Board Policy 2715. (IV.C.7)

The Governing Board of Trustees regularly reviews plans and reports that include the College's assessment of and efforts to improve student learning and achievement and academic quality. This regular review of plans and reports enables the Board to ensure the institution is accomplishing its goals for student success. (IV.C.8)

The Governing Board ensures ongoing training for Board development. Board policy outlines the three areas of Board development: Board candidate orientation, new Board member orientation, and Board development. Continuity of Board membership and staggered terms of office are ensured through Board Policies. (IV.C.9)

Board policy establishes the process for Board self-evaluation which includes progress towards prior year goals, Board performance, academic quality, and institutional effectiveness. The Board's evaluation surveys include questions related to the Board's competence, practices, and performance in multiple areas such as Board operations (including participation in Board training); educational programs and services; student access, success, and completion; Board relationships and representation; and fiscal responsibilities and stewardship. Self-evaluation surveys are distributed to individual Trustees and community members and employees who have occasion to interact with the Board. Results of Board self-evaluations are reported and discussed annually at a public Board meeting. These results assist the Board to identify areas for improvement, to improve Board performance, and to inform the development of the upcoming year's annual Board goals and priorities (IV.C.10)

The College's Governing Board has established two code of ethics policies that outline expectations for ethical behavior and conduct for Board members and for all members of the College community. The Board and administrative policies set forth expectations for Board member behavior and conduct, delineates the process for investigating allegations of misconduct, and establishes censure by the full Board as a possible consequence for violating the code. The Board has established a conflict-of-interest policy intended to ensure that Board

members secure the academic and fiscal integrity of the institution above their personal interests. The policy establishes the expectation for Board members to file Statements of Economic Interest, to declare and make public their financial interests, including investments; interests in real property; loans and gifts received; business positions held; and income earned. Board members with potential or actual conflicts of interest are required to publicly disclose the interest, recuse themselves from discussing and voting on the matter in question, and refrain from attempting to influence other Board members on said matter. Disclosure records demonstrate that no Board member has employment, family, ownership, or other personal financial interest in the institution. (IV.C.11, ER 7)

The Governing Board delegates full responsibility and authority through board policy to the Superintendent/ President for executing all decisions of the Board requiring administrative action, District operations, and performance of job duties and responsibilities. The Board through policy empowers the Superintendent/President to reasonably interpret, implement, and administer Board policy and act in situations where there is no policy direction. The Governing Board holds the Superintendent/President accountable for effective operation of the District by receiving regular information and updates on the progress of College initiatives and student success. The evaluation of the Superintendent/President provides regular assessment of their performance based on performance goals and objectives. (IV.C.12)

The Governing Board is apprised of accreditation matters in accordance with board policy which establishes the College's accreditation processes and procedures related to accreditation. New Board members receive an orientation to the College and their role as board members which includes a review of Board Policies, Administrative Procedures, and accreditation. All Board members receive training on matters related to accreditation such as its purposes, processes, and standards; the roles and responsibilities of the Governing Board in the accreditation process and planning for the College's ISER. The Board also receives updates and reports on accreditation matters in support of the College's efforts to improve and excel, is provided the opportunity for input on the development of the ISER draft; reviews and approves accreditation reports prior to submission to the ACCJC; and receives information about Commission actions pertaining to the College's accreditation status. (IV.C.13)

Conclusions:

The College meets the Standard.

Recommendations to Improve Quality:

Recommendation 1: In order to increase institutional effectiveness, the team recommends that the Governing Board consistently act in a manner uniform with Board Policy 2715 (IV.C.7).

Quality Focus Essay

The College's Quality Focus Essay highlights two projects: Strengthening Program Review and Career and Academic Pathway (CAP) Completion Teams. The projects are designed to improve college integration and processes and to improve student success and learning. Both projects have realistic action plans and anticipated measurable outcomes that positively impact student learning and success.

Strengthening Program Review

Based on feedback from individuals who recently participated in the Comprehensive Program Review process and an examination of data, the College has identified the need for a formal, comprehensive review and revision to its Program Review process. This project seeks to develop and implement a revised Program Review process that further strengthens the connection between learning assessment and Program Review; focuses on improving the use of data and evidence related to student success; provides clearer structure that guides areas in establishment of actionable plans for improvement and resource allocation; and further prioritizes student equity as a driver to planning. The college is anticipating a four-year process that includes a continuous improvement cycle of conducting research, gathering feedback, piloting a new model, initiating initial evaluation, finalizing final process based on pilot feedback, implementing revised process, and evaluating again.

The college anticipates that the new program review process will create stronger integration of college processes, including learning assessment and resource allocation. The improvements will also emphasize assessment and improvement of student learning which will more directly integrate into institutional priorities.

Career and Academic Pathway (CAP) Completion Teams

The College recognizes the need to have a more intentional strategy that coordinates across Instruction and Student Services to address student course and program completion rates. To address this student success issue, the College will develop Career and Academic Pathway Completion (CAP) Teams composed of administrators, discipline faculty, counseling faculty, student representatives, academic support experts, and student services specialists. The College is anticipating a one-year process that includes three parts: a phase of inquiry that finalizes goals, actions, and an associated timeline; building the CAP identity and community; and providing intentional and proactive student support in each student area.

The College anticipates that the project will result in increased student retention, success, persistence, and certificate and degree completion.

Appendix A: Core Inquiries

CORE INQUIRIES

Monterey Peninsula College 980
Fremont Street
Monterey, CA, 93940

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on March 29, 2023.

Susan E. Lamb
Team Chair

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Monterey Peninsula College

Peer Review Team Roster

Team ISER Review

March 29, 2023

Susan Lamb, Team Chair Diablo Valley College President	
ACADEMIC MEMBERS	
Ms. Leticia Barajas East Los Angeles College Asst. Professor, Noncredit, Continuing Education & Workforce Development	Dr. Julie Clark Merced College Mathematics Professor
Dr. Leslie Minor Taft College Vice President of Instruction	Dr. Chad Redwing Modesto Junior College Professor of Humanities, ACCT Institute Coordinator
Dr Zachary Zweigle Shasta College Dean of Business, Agriculture, Industry, Technology, and Safety	
ADMINISTRATIVE MEMBERS	
Ms. Tina Akers San Joaquin Delta College Dean, Institutional Effectiveness, Equity, and Achievement	Ms. Carlie McCarthy Feather River College Chief Student Services Officer
Jonah Nicholas Chabot-Las Positas Community College District Vice Chancellor of Business Services	
ACCJC STAFF LIAISON	
Dr. Kevin Bontenbal, Vice President	

Summary of Team ISER Review

INSTITUTION: Monterey Peninsula College

DATE OF TEAM ISER REVIEW: March 29, 2023

TEAM CHAIR: Susan E. Lamb

A nine-member accreditation peer review team conducted Team ISER Review of Monterey Peninsula College March 29, 2023. The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report. The peer review team received the college's institutional self-evaluation report (ISER) and related evidence several weeks prior to the Team ISER Review. Team members found the ISER to be a comprehensive, well written, document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The College also prepared a Quality Focus Essay.

In preparation for the Team ISER Review, the team chair attended a team chair training workshop on December 1, 2022, and held a pre-review meeting with the college CEO on March 24, 2023. The entire peer review team received team training provided by staff from ACCJC on February 8, 2023. Prior to the Team ISER Review, team members completed their team assignments, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and US ED regulations. In the afternoon, the team further synthesized their findings to validate the excellent work of the college and identified standards the college meets, as well as developed Core Inquiries to be pursued during the Focused Site Visit, which will occur on September 21st and 22nd in Fall 2023.

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the Team ISER Review. They describe the areas of emphasis for the Focused Site Visit that the team will explore to further their analysis to determine whether standards are met and accordingly identify potential commendations or recommendations. The college should use the Core Inquiries and time leading up to the focused site visit as an opportunity to gather more evidence, collate information, and to strengthen or develop processes in the continuous improvement cycle. In the course of the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

<p>Core Inquiry 1:</p> <p>The team seeks to understand how the college disaggregates student learning outcome (SLO) assessment data and how the results of these assessments and evaluation activities are broadly communicated to inform decision making and planning.</p>
<p>Standards or Policies: I.B.3, I.B.6, I.C.1</p>
<p>Description:</p> <ul style="list-style-type: none">a. The team verified through example program reviews and the data dashboards that the college disaggregates student achievement data; however, after reviewing the SLO assessment process and example course SLO reports, the team was unclear how SLOs are disaggregated.b. The team is unclear as to how the institution broadly communicates the results of all of its assessment and evaluation activities, including learning outcomes (SLO) and institution set standards (ISS).c. The team verified that the College follows its processes for assessing SLOs and verified that SLO assessment data are used internally; however, SLOs were not found published or accessible through the college website.d. The team verified that the college has a process for setting institution set standards (ISS) and regularly reviews these ISSs; however, the ISSs were not found published or easily accessible through the college website.
<p>Topics of discussion during interviews:</p> <ul style="list-style-type: none">a. How are the results of evaluation and assessment activities being communicated/published to the college constituencies to ensure shared understanding of student learning and achievement?b. How are SLO data disaggregated? Does the college have examples of disaggregated SLOs for courses and programs?c. Where can the public access student achievement data, SLO and PLO data, and Institution Set Standards?
<p>Request for Additional Information/Evidence:</p> <ul style="list-style-type: none">1. Documented disaggregated course and program SLO data.2. Link to publicly accessible webpage with student achievement data, student learning outcomes data, and institution set standards.

Request for Observations/Interviews:

Vice President of Academic Affairs
Assessment Coordinator(s)
Dean of Planning, Research and Institutional Effectiveness (PRIE)

Core Inquiry 2: The team seeks to understand how the institution ensures regular and substantive interaction (RSI) between students and instructors is occurring in all distance education courses.

Standards or Policies: *Policy on Distance Education*

Description:

- a. The Team verified the College has clear procedures for regular and substantive interaction. However, of the courses provided for review, the team was unable to validate how regular and substantive interaction consistently occurred across the courses.

Topics of discussion during interviews:

- a. What instructor interactions occur that are not available to reviewers with the access provide? Examples could be through Canvas inbox, campus email, or other external communication tools.
- b. How is RSI ensured at the class level? What reviews of RSI are conducted? What process and efforts are in place to ensure requirements for RSI are met in all distance education courses?

Request for Additional Information/Evidence:

- a. Evidence of instructor interactions that may not have been available with the access given for initial review.
- b. Evidence of how the college ensures RSI regularly occurs within course sections.
- c. Documentation showing interactions that may occur in third-party publisher content tied to the College's LMS.

Request for Observations/Interviews:

- a. Distance Education Coordinator
- b. Administrator overseeing Distance Education
- c. Vice President of Instruction
- d. A group of Faculty teaching online
- e. Academic Senate Representatives engaged in distance education policy review

Core Inquiry 3: The team seeks to confirm that the governing board is consistently acting in a manner uniform with its policies and bylaws.

Standards or Policies: IV.C.7

Description:

- a. The Team verified the College regularly assesses its policies and bylaws for their effectiveness in fulfilling the college mission and revises them as necessary; however, the team was unable to validate that the Governing Board acts in a manner consistent with its policies and bylaws.

Topics of discussion during interviews:

- a. How does the Governing Board ensure consistency with its policies and bylaws?

Request for Additional Information/Evidence:

- a. Evidence of Governing Board consistency with its policies and bylaws that may not have been available for the initial review.

Request for Observations/Interviews:

- a. CEO
- b. Governing Board Trustees
- c. Constituency Leaders who attend Governing Board Meetings (e.g. Academic senate President)